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ABSTRACT

In 1994, Utah migrant education summer programs in 10 school districts provided education and support services to 2,468 children of seasonal and migrant farmworkers. Although the program is federally funded, school districts provided various support services, such as transportation, use of staff, availability of school buildings, availability of computer labs and books, and other resources. Services to children aged 3-21 included health physicals; reading, math, language arts, and career awareness activities; English language instruction; social skills training; and meals. Each of the 10 school districts reported on 7 "desired outcomes" with respect to early childhood education; secondary education; parental involvement; two support services such as health, nutrition, or transportation; and two academic subjects such as math, reading, or social studies. This report lists desired outcomes and results of on-site evaluations for each school district. Appendices provide details on parent activities, home contacts, student gender and ethnic group, health problems and treatment provided, student age and migrant status, and instructional services provided. (LP)

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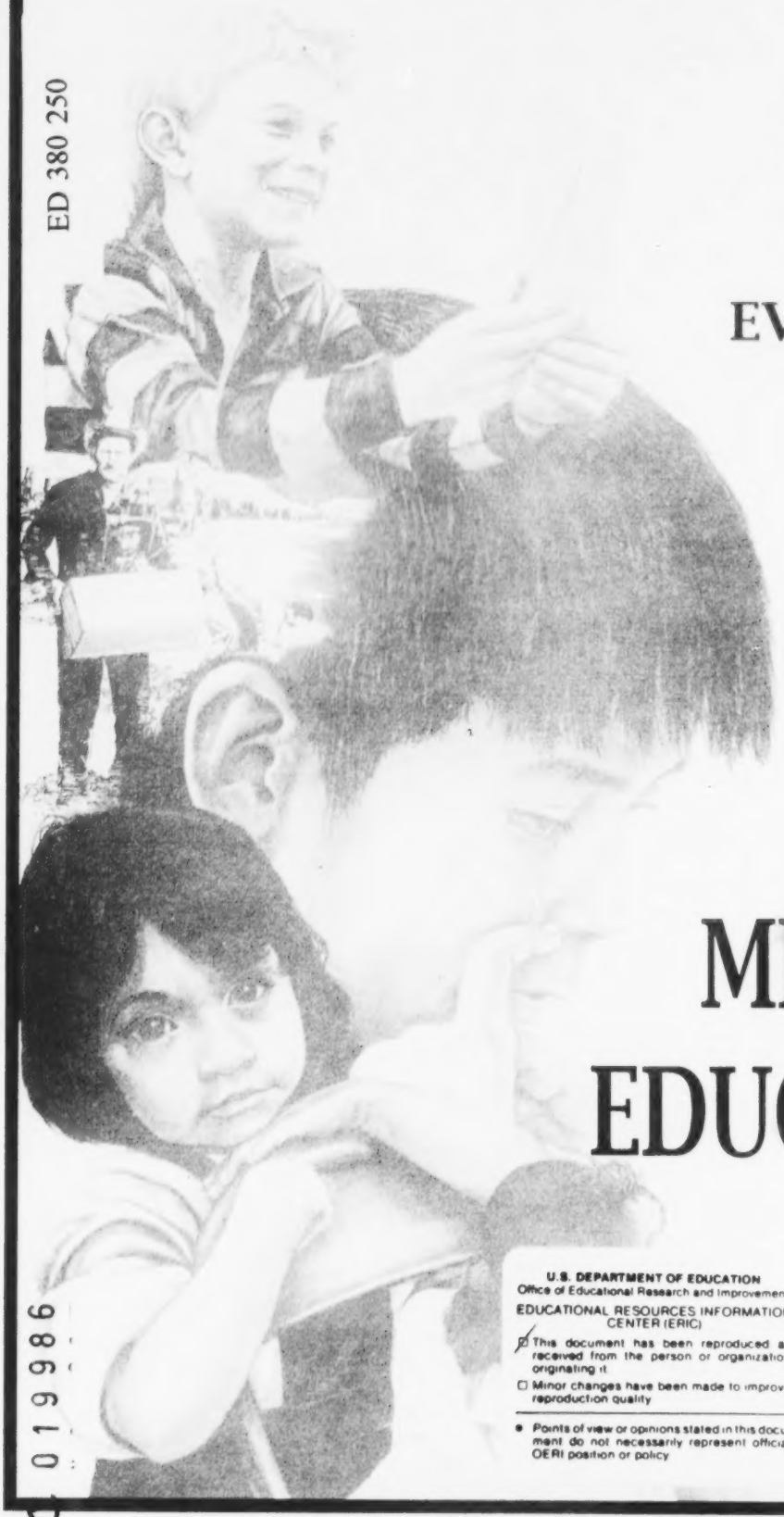

MIGRANT EDUCATION
HARVEST OF HOPE

EVALUATION 1994

UTAH MIGRANT EDUCATION

U.S. DEPARTMENT OF EDUCATION
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Summer 1994

UTAH MIGRANT EDUCATION

ANNUAL SUMMER EVALUATION REPORT

UTAH STATE OFFICE OF EDUCATION
250 East 500 South
Salt Lake City, Utah 84111

Scott W. Bean
State Superintendent of Public Instruction

Jerry P. Peterson
Associate Superintendent of Instructional Services

Jerry Ortega
State Director of Migrant Education

FOREWORD

This evaluation report is prepared under the authority of the United States Department of Education (Public Law 100-297).

While it is a federal requirement "to conduct an evaluation of the Chapter 1, Migrant Education Program in the State ... and make public the results of that evaluation," this report was compiled to provide information about educational programs for children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, nonacademic activities, observations, documentation of events, parent involvement, and secondary education. Another important reason for evaluating progress is to give staff a sense of pre-assessment information so that the program can continue to provide the most effective instruction possible.

In the continuing effort to provide a valuable education for all students who attend the Migrant Program, the SEA (State Education Agency) has modified the required LEA (Local Education Agency) student evaluations which will directly affect migrant children. The LEAs submit *Desired Outcomes* to the SEA, stating their educational objectives to be met during the summer. The *Desired Outcomes* are written according to the individual needs of each program. The Utah State Office of Education supports the changes and directions made by the local migrant programs and encourages further innovations which are in the best interest of Utah migrant children.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State of Utah.

Scott W. Bean
State Superintendent of Public Instruction

EXECUTIVE SUMMARY

There are ten school districts in the State of Utah that operate Migrant Education sites. Those districts are Alpine, Box Elder, Cache, Davis, Iron, Jordan, Millard, Nebo, North Sanpete, and Ogden. Each district provides an educational program for migrant students during the summer.

Migrant Education is a federally subsidized program for disadvantaged students of parents who are employed in seasonal agricultural work. While the program is federally funded, school districts provide various support services such as transportation, use of staff, availability of school buildings, availability of computer labs, books, and other valuable resources. Migrant Education is specifically designed to meet the individual needs of children from preschool through high school, ages 3-21. Children of migrant parents have their education interrupted frequently as their families move from state to state and district to district. This mobility places these students at a obvious disadvantage in their scholastic endeavors, social skills, and in their abilities to contribute to their communities.

In addition to learning to read and do mathematics, special services are provided for these children. These services include health physicals, language arts, career awareness activities, instruction in the English language, appropriate social skills, and adequate nutrition provided through special lunch and breakfast programs. Federal funds are allocated to districts from the state according to enrollment statistics, number of staff, review of program offerings, and fiscal status.

The State Migrant Education Program implemented a *Desired Outcomes* process for evaluating programs and student achievement in the 1993 summer program. The SEA (State Education Agency) requires the ten Local Education Agencies to address the seven "Desired Outcomes" that have been identified by the SEA. The seven "Desired Outcomes" areas are Early Childhood Education; Secondary Education; Parent Involvement; two (2) support services such as health, nutrition, and transportation; and two (2) Academic Objectives such as reading, math, and social studies. The results of these *Desired Outcomes*, as written by each district, are contained within this report.

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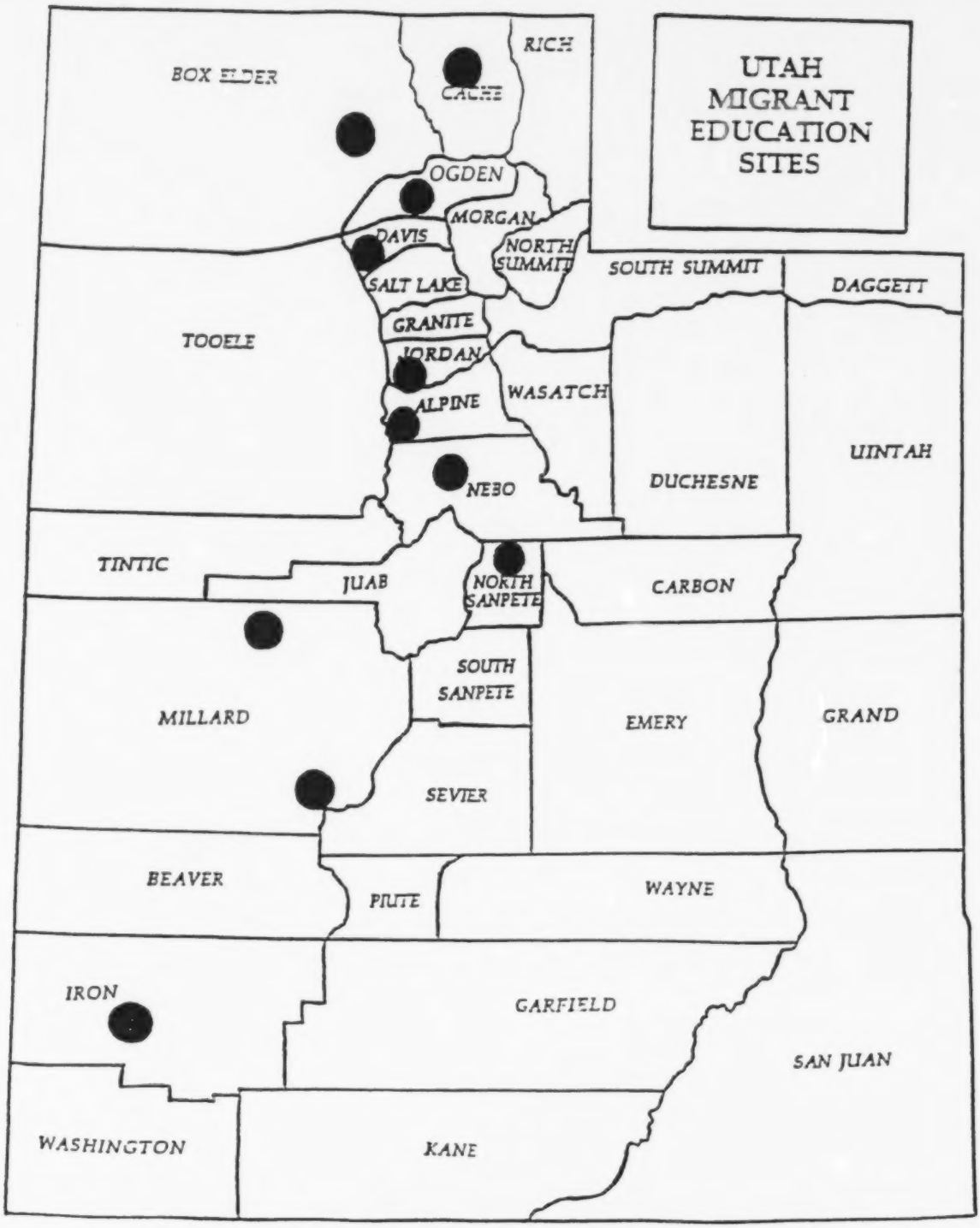

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WHAT IS THE MIGRANT EDUCATION PROGRAM ?

Migrant Education is a program for disadvantaged students of parents who are employed in seasonal agricultural work and who move frequently to follow seasonal farm work activity. Migrant Education strives to supplement students' regular education programs during the summer. In Utah, Migrant Education is a summer-only program.

The migrant program is specifically designed to meet the individual needs of children from preschool through secondary education. Children of migrant parents frequently have their education interrupted as the families move from place to place. Because of their mobility, these students have a distinct disadvantage in their academic endeavors.

HOW IS THE PROGRAM FUNDED ?

Federal funds totally support the program. Funds are allocated to districts according to enrollment statistics, number of staff, review of program offerings, and fiscal status. Some services are provided at no cost from organizations such as the Department of Health and community resources. Districts also provide a variety of support services free of charge to the migrant students and their parents.

Some of the several services provided for these students include: health physicals; language arts; career awareness activities; the teaching of English as a Second Language; and adequate nutrition provided through special state lunch, breakfast, and snack programs.

WHO IS ELIGIBLE TO PARTICIPATE ?

Children are considered eligible to participate in the Migrant Education Program if their parent or guardian is currently employed, searching for employment, or previously employed in seasonal agricultural activities.

Migrant students are clasified in two ways--"Currently Migratory" and "Formerly Migratory." Currently Migratory students must have moved from one school district to another within the last 12 months. These students receive priority consideration in the Utah program. Children who have lived in the same area for 12 or more months and were served or would have been eligible to be served are classified as Formerly Migratory. They are also eligible to participate in the migrant program. After living in the same location for six years, however, the students are no longer considered to be migrant and are not eligible for migrant services.

HOW ARE STUDENTS RECRUITED AND ENROLLED ?

The Utah Migrant Education Program has consistently increased its enrollment due to the effective recruitment effort at each local program level. At each of the sites, local programs hire and train individuals who canvass the areas to identify and enroll eligible students. The recruiter at each site spends time in the homes of migrant families, establishing a positive line of communication and trust between the parents and the migrant school staff.

This focus has resulted in continuous growth in the Utah Migrant Program. Inasmuch as the State of Utah generates funding by the number of students identified and served, funding has also paralleled the increase of students served.

HOW ARE MIGRANT STUDENTS TRACKED ?

The largest percentage of migrant students comes from Texas, Arizona, and California. There has also been a significant increase in the number of migrant families who come directly from Mexico.

Certificates Of Eligibility (COEs) are filled out by each local migrant recruiter. The state MSRTS (Migrant Student Record Transfer System) data entry staff reviews all the COEs, verifying the student's eligibility based on Federal Migrant Education regulations, and then enrolls them in the national MSRTS data bank.

The MSRTS is a national computer network based in Arkansas. It facilitates the transfer of migrant students' educational and health records. As children enter Utah and are determined by local recruiters, and state staff to be eligible for the migrant program, they are given a MSRTS student identification number to track students when they move.

UTAH CERTIFICATE OF ELIGIBILITY Any and all of the information on this form is available in Spanish upon request. (REVISED 1/93)

SECTION I: PARENT DATA School District No.: School District: Year:

1A FATHER'S NAME (Last, First) | 2A CURRENT MALE GUARDIAN'S NAME (Last, First) & Relationship

1B MOTHER'S NAME (Last, First) | 2B CURRENT FEMALE GUARDIAN'S NAME (Last, First) & Relationship

3A CURRENT ADDRESS | 3B CITY | 3C STATE | 3D ZIP CODE

STATE OPTIONS:

Enrollment Date _____

LANGUAGE OF INSTRUCTION:

SECTION II: CHILD DATA

4 NAME (Last, First, Middle)	5 Sex	6 Birthdate	7 Verification	8 Birthplace (City, State, Country)	a	b	c	Student ID Number

SECTION III: ELIGIBILITY DATA – The Children Listed Moved

9 FROM (School/District/City/State/Country) | 10 TO (State or School District) | 11 ARRIVING ON (DAD) (Qualifying Arrival Date)

12 THE CHILDREN MOVED ☐ With ☐ To join ☐ On his/her own | 13 ☐ Parent ☐ Guardian ☐ Other Family Member ☐ Child NAME:

TO ENABLE THAT PERSON TO OBTAIN OR SEEK

14 ☐ Temporary Employment ☐ Seasonal Employment | 15 ☐ Agriculture Related ☐ Fishing Related | 16 RESIDENCY DATE | 17 DEPARTURE DATE (If Known) | 18 STATUS

19 QUALIFYING ACTIVITY (Be specific)

SECTION IV: INTERVIEWER'S STATEMENT:

20 The above information was obtained from the ☐ Parent ☐ Guardian ☐ Other responsible person and is correct to the best of my knowledge

21 The person identified in _____ (1A, 1B, 2A, or 2B) above has been informed of the Family Educational Rights and Privacy Act, the procedures of the school district and the Migrant Student Records Transfer System and that this child(ren's) records may be sent to other schools where they intend to enroll. If the child(ren) cease(es) to migrate, the parent or guardian give permission for them to be classified as formerly migratory for the duration of the eligibility period. This person also knows that permission may be withdrawn at any time if so desired.

22 Interviewer's Signature | 23 Date

SECTION V: CERTIFICATION

I certify that based upon the above information and applicable definition, the child(ren) listed are eligible for the Migrant Education Program.

24 Certifying Signature | 25 Title | 26 Date

COMMENTS (If more space is needed, please attach a note:

I grant permission for my child(ren) to participate in field trips, and to be given emergency medical treatment and to receive physical examinations.

Parent Signature | Date

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SUPPORT SERVICES PROVIDED THROUGHOUT THE UTAH MIGRANT EDUCATION PROGRAM

A continuous effort is made to coordinate with other state programs and state agencies in providing support services to migrant children and their families. Local city, community, and private businesses donate time and valuable services all of which contribute to the overall success of each local migrant program in Utah.

Areas in which such coordination occurs include facilities, food services, transportation, and medical and dental services. Organizations with which the SEA and LEAs have coordinated support services include:

ADULT EDUCATION
BOOKMOBILE
CATHOLIC COMMUNITY SERVICES
CHILD NUTRITION
COMMUNITY FOOD BANKS
CORAZON PROGRAM
DEPT. OF ECONOMIC AND COMMUNITY DEVELOPMENT
DESERET INDUSTRIES
FAMILY HEALTH AND SUPPORT SERVICE CENTERS
FARM BUREAU INSURANCE
HOMELESS SERVICES
INSTITUTE OF HUMAN RESOURCE DEVELOPMENT
JOB TRAINING PARTNERSHIP ACT
LOCAL COMMUNITY CHURCHES AND HOSPITALS
OFFICE OF JOB TRAINING FOR ECONOMIC DEVELOPMENT
PORTABLE ASSISTED STUDY SEQUENCE PROGRAM
PUBLIC LIBRARIES
RED CROSS
READING IS FUNDAMENTAL PROGRAM
RURAL TECHNICAL ASSISTANCE CENTER
SALT LAKE COMMUNITY HEALTH SERVICES
STERLING SCHOLARS PROGRAM
WEBER STATE UNIVERSITY
BRIGHAM YOUNG UNIVERSITY
APPLIED TECHNOLOGY EDUCATION
PROGRAM COORDINATION CENTER
TECHNICAL ASSISTANCE CENTER

DESIRED OUTCOMES

A *Desired Outcome* is used by the LEAs to state a goal or objective which they feel the migrant children will accomplish by participating in the summer program. A *Desired Outcome* statement contains each of the following elements:

GOAL

What each LEA wants the migrant children to accomplish during the summer Migrant Education Program.

OUTCOME INDICATOR

What each LEA will use to measure the success or failure of the goal in question.

PERFORMANCE LEVEL

What level of success shows substantial progress, demonstrating improved skills.

TIME FRAME

When each LEA will achieve the goal in question and measure its success.

Each local program in the State of Utah is required to submit seven *Desired Outcomes* which best suit its individual needs. The goals must be met within the time frame of the summer program. The LEAs submit written *Desired Outcomes* for SEA approval as part of the LEA application. The SEA has provided seven areas which the LEAs must address when writing its *Desired Outcomes.* Those seven areas are:

EARLY CHILDHOOD EDUCATION
SECONDARY EDUCATION
PARENTAL SUPPORT
TWO OBJECTIVES REGARDING SUPPORT SERVICES
TWO OBJECTIVES REGARDING REGULAR EDUCATION

DETAILED DESCRIPTION OF THE SEVEN REQUIRED DESIRED OUTCOMES

Early Childhood Education

The Utah Migrant Program is serving children ages three and four. The teachers and assistants are using a variety of approaches in teaching academic, social, and fine and gross motor skills. Ethics are also taught to the preschool children. Throughout each program, preschool staff assesses the needs of the students and uses instructional techniques that are compatible with their individual strengths and weaknesses.

Secondary Education

Secondary students are being served in a number of ways. Many students in grades seven through 12 are exposed to career awareness activities, including discussions with community professionals regarding higher education and possible career opportunities.

Migrant secondary students who are behind in their graduation requirements due to their mobility and other factors are given the opportunity to earn graduation credit during the summer program. Students are able to earn credit by attending migrant program classes. They then work with teachers and recruiters at the migrant schools who make contact with the students' regular high schools to ensure that the students are credited appropriately.

Students also work through the PASS (Portable Assisted Study Sequence) program and other high school credit accrual programs in accumulating graduation credits.

Parent Involvement*

The support of parents is an extremely important component of migrant education. Each LEA is requested to arrange two parent meetings during the summer program. These meetings increase the amount of parent involvement, giving migrant staff the opportunity to receive suggestions and to answer questions regarding the local Migrant Education Program. The SEA staff attends these meetings and shares additional information to the migrant parents.

Migrant parents support the local programs by:

- Volunteering in the classroom, lunchroom, and fieldtrips.
- Assisting with physical examinations.
- Serving on the Parent Advisory Committee.
- Acting as liaisons between the school and other parents.
- Organizing dances, songs, and programs for parent meetings.

* For a complete list of parental involvement, see Appendix I.

Support Services

The SEA recognizes the importance of utilizing support services which provide various types of assistance to migrant students and their parents. Services include health clinics; free breakfasts, snacks, and lunches; field trips; swimming lessons; job training; and information from local police officers about the dangers of drugs, cigarettes, and alcohol.

Regular Education

The LEAs place emphasis on the importance of improving their students' math, reading, writing, speaking, and dexterity skills. Instruction is individualized in all subject areas. Supplemental activities include utilization of computer labs, journal writing, creative writing competitions, and checking out books from libraries and the bookmobile.

EVALUATION PROCESS OF LOCAL PROGRAMS

On-site evaluations are completed each summer while the local programs are in session. Teams of specialists visit each local migrant program. The specialists represent various educational programs and services offered at the Utah State Office of Education. Team members make observations of the migrant schools and give immediate feedback to LEA staff and administration through a debriefing at the conclusion of the visit. Later, the team members submit their observations and recommendations to the State Migrant Education and a formal letter is drafted, outlining the findings of the on-site review visit. The letter is then reviewed and edited by the State Director of Migrant Education and a clean copy is sent to the corresponding LEA director.

Teams for the 1994 summer on-site review visits consisted of the following Utah State Office of Education staff members:

- Deb Andrews - Services for At Risk Students
- Aaron Brandley - Services for At Risk Students
- Nadine Bunnell - Applied Technology Education
- Dick Burbidge - Services for At Risk Students
- Shirley Cannon - Services for At Risk Students
- Boone Colegrove - Certification/Personnel Development
- Jan Dickson - Applied Technology Education
- Joyce Hansen - Curriculum and Instruction
- Ken Hennefer - Services for At Risk Students
- Larry Horyna - Strategic Planning
- Laurie Lacy - Curriculum and Instruction
- Gary Lloyd - Utah Center for Families in Education
- Kathy Mannos - Curriculum and Instruction
- June Matheson - Curriculum and Instruction
- Murray Meszaros - Applied Technology Education
- Jerry Ortega - Director/Utah Migrant Education Program
- Joan Patterson - Curriculum and Instruction
- Harley Paulson - Applied Technology Education
- Charleen Pierce - Curriculum and Instruction
- Randy Rafael - Information Services/Graphics
- Dalmar Robinson - Information services/Graphics
- Dale Sheid - Services for At Risk Students
- Patricia Tuft - Services for At Risk Students
- Jan Tyler - Strategic Planning
- Maryann Williams - Services for At Risk Students
- Karl Wilson - Services for At Risk Students

LOCATION OF UTAH MIGRANT EDUCATION PROGRAMS

There are ten school districts in Utah with Migrant Education programs.

LOCAL DISTRICT	DISTRICT DIRECTOR	ON-SITE COORDINATOR	LOCAL ADDRESS
Alpine	Victoria Anderson	Karl Bowman	Cherry Hill Elem. 250 E 1650 S Orem, UT 84057
Box Elder	Charles Woolums	John Madsen	Corinne Elem. 2275 N 3900 W Corinne, UT 84307
Cache	Chad Downs	Kelly James	Sunrise Elem. 225 S 455 E Smithfield, UT 84335
Davis	Katie Davis	Les Broadhead	Clinton Elem. 1101 W 1800 N Clinton, UT 84015
Iron	Wayne Mifflin	Richard Webster	Escalante Elem. Star Rt. Box 38 Beryl, UT 84714
Jordan	Ilona Pierce	Camille Thorson	Midvale Elem. 385 E Center Midvale, UT 84047
Millard (Fillmore)	Barbara Nielson	Judy Krause	Fillmore Elem. 430 S 500 W Fillmore, UT 84631
Millard (Delta)	Barbara Nielson	Andrea Nielson	Delta So. Elem. 450 S Center Delta, UT 84624
Nebo	Dean Roley	Bernardo Villar	Parkview Elem. 360 S 100 E Payson, UT 84651
North Sanpete	Reed Miller	----------	Mt. Pleasant Elem. 55 E 100 S Mt. Pleasant, UT 84647
Ogden	John Ulibarri	Julio Cortez	Dee Elem. 550 - 22nd Street Ogden, UT 84401

OBSERVATIONS FROM THE 1994 ON-SITE REVIEW VISITS

The following statements come from extensive evaluations, observations, discussions, and debriefings, regarding each migrant program by the SEA review teams. Below are the *Desired Outcomes* as written by the LEAs prior to the 1994 summer session, followed by the SEA evaluations of each program, and concluding with their *Desired Outcome* results.

ALPINE

Desired Outcomes

- **Children three to five years of age will experience developmentally appropriate activities that will be measured by checklists during the summer migrant experience. Ninty percent of the enrolled students will show ten percent growth on the developmental checklists.**
- **Students in grades one through eight will receive an educationally enriched program in the areas of reading, language arts, math, grammar, and writing during the summer migrant program. Students will demonstrate two months growth on the State Core Tests in language, spelling, arithmetic, and reading, showing an increase in skills.**
- **Students in grades nine through 12 will receive individualized instruction for credit accrual towards meeting high school graduation requirements. Students will complete an average of two packets or 1/4 credit towards graduation requirements. This increase in credit during the summer migrant program will move students closer to their graduation goals.**
- **Parent Involvement Activities will be emphasized and a Parent Advisory Committee (PAC) will be established. A minimum of two parent meetings will be held during July. The PAC election will be held during one of the meetings. A parent hotline will be established.**
- **During weekly staff meetings, student progress for the months of June and July will be coordinated and evaluated.**
- **Guidance and counseling activities will be offered to students in the classroom setting and in the homes of migrant students throughout the year through recruiter outreach.**

ALPINE SCHOOL DISTRICT - 1994

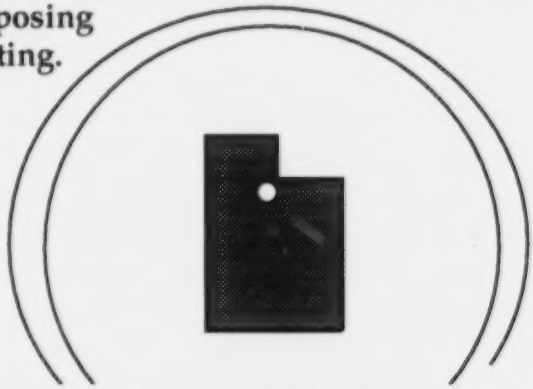
Most of the teachers and aides who teach in the Migrant Education Program at Cherry Hill Elementary School are bilingual. As a result, students and parents feel very comfortable with the staff, creating an open line of communication between migrant families and the teachers.

Parents give their support to the migrant school staff if behavior problems occur with their children. The school offers a parenting class in Spanish to migrants as an incentive to get them more involved in their children's educational activities. One teacher made home visits to ensure that the parents of his students were involved. He found the parents to be very supportive when they became aware of their child's scholastic needs.

The Alpine program has a Parent Advisory Committee in place. The members meet during the summer to resolve concerns. The Foster Grandparent Program is a useful community volunteer service that is being utilized to enhance the migrant program.

The Early Childhood Education program appropriately paces academic and free-time activities which creates a calm, positive, and structured environment. The students receive individual attention. The teachers stress the importance of academics, exposing students to phonics, reading, and counting.

The elementary students' ESL program is theatric and the students are willing to risk embarrassment by participating in many difficult second language situations. The students read an average of five books and teachers read an average of 15 books during the summer Migrant Education Program.



Employment: cherries, pears, apples, peaches, tomatoes.

The Alpine School District is to be commended for providing access to the Summer Assisted Study Program (SAS) at Mountain View High School for migrant secondary students. The program provides courses in math, science, life skills, social studies, health, practical arts, fine arts, computer studies, and English. The migrant program works with students in analyzing school transcripts to identify the areas of credit deficiency to determine which area of study should be worked on throughout the summer program. This program has a flexible "Study Packet" system that enables working students to complete many of their assignments at home.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
EARLY EDUCATION	165	149	90%
ELEMENTARY ED.	258	258	100%
SECONDARY ED.	76	68	89%
INVOLVED PARENTS	523	523	100%
SUPPORT SERVICES	523/125	523/125	100%/100%
HEALTH CLINICS	523	523	100%

BOX ELDER

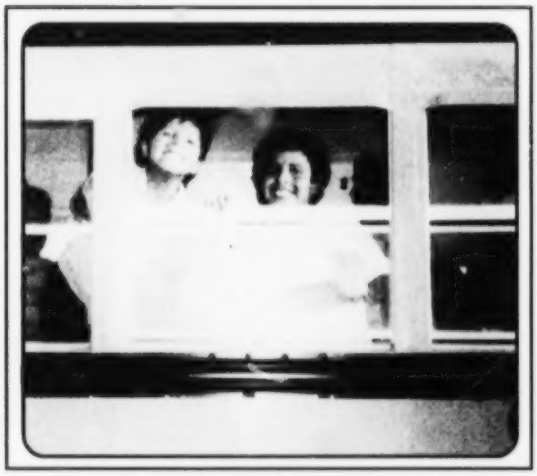
Desired Outcomes

- Parents will become better aware and more involved in their child's educational program.
- Math skills will be taught in order to firm up concepts and prevent regression of math skills, enabling students to enter the 1994-95 school year at current academic levels.
- Reading skills will be taught in order to firm up concept and prevent regression of reading skills, enabling students to enter the 1994-95 school year at current academic levels.
- 100% of secondary students who are enrolled and attend at a 90% rate will earn academic credits during the eight-week summer program in order to increase the likelihood of high school graduation.
- 100% of all preschool age migrant students in Box Elder County who are willing and able to attend will be served.
- Students will be involved in field trips in order to make students more aware of the world in which they live.
- Each student will become more computer friendly.

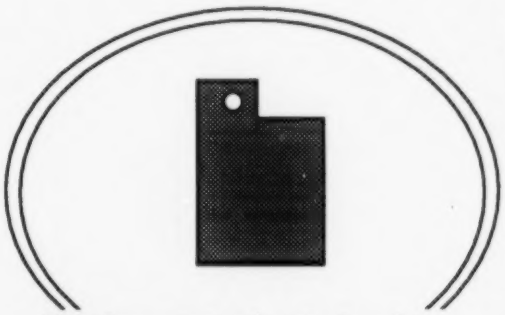
BOX ELDER SCHOOL DISTRICT - 1994

The Box Elder Migrant Education Program is doing an excellent job in giving each child who attends its program an individualized education. The secondary education program is student-centered and well organized. Students are given the opportunity to earn graduation credit in the areas of U.S. History, life sciences, and physical education.

Elementary students participate in a variety of activities such as math, reading, computers, English, and science. The students participate in reading activities which allow other subjects such as Language arts and writing to be taught in the same context as the reading material. The children are using marshmallows, measuring cups, and beans to extend their understanding of mathematical concepts.



The preschoolers are identified by the recruiter when she goes out to visit the migrant families' homes and the orchards. The children are learning a variety of concepts such as reading, math, computers, colors, numbers, and dance. The students' art work is immediately put up on the walls at the children's eye level as soon as they are dry. Early education students also enjoy music, physical education, and other fun activities. Teachers have the students do different things to the beat of the music; for example, stand on one leg, hop, jump, and twirl around to test their physical skills.



Employment: wheat, cherries, potatoes, onions, & tomatoes

Many of the parents show their support by bringing their children to the health clinic. Parents stay throughout the day and as a result, their children feel comfortable. Positive and frequent communication, initiated by the school staff, has increased the involvement of parents and created positive relations. Parents participate in field trips, help during lunchtime, and attend meetings.

The Box Elder Migrant Education Program also has access to a computer specialist and a computer lab with 26 terminals and two printers. Every child in the program has access to the computers for 20 minutes to an hour every school day. The time that students spend working on the computer is a valuable supplement to their regular classroom activities.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Involved Parents	260	260	100%
Math Skills	100	90	90%
Reading Skills	100	100	100%
Secondary Ed.	9	9	100%
Early Education	38	38	100%
Field Trips	100	100	100%
Computer Friendly	100	100	100%

CACHE

Desired Outcomes

- Preschool students will master prerequisite skills for entry into kindergarten. Migrant students will master the reading skills expected of them as outlined in the Cache District's Kindergarten and first grade core curriculum guide.
- Each secondary student will meet with our outreach worker to evaluate their Student Educational Occupational Plan.
- Two parent meetings will be held to discuss recruitment, attendance, needs assessment, program recommendations, and plans for future parent meetings. Phone numbers and addresses will be organized to help staff make contact with the parents concerning student progress.
- Eighty-five percent of our students will check out books from the Media Center and read a minimum of five books during the summer.
- Eighty-five percent of our students will score a minimum of eighty-five percent on the first eight units of the SIL Math System.
- An outreach worker will provide case management services for prenatal care, well baby care, primary care options, and specialty referals.
- Students enrolled in the public schools will meet with their school counselor and the outreach worker to evaluate graduation goals.

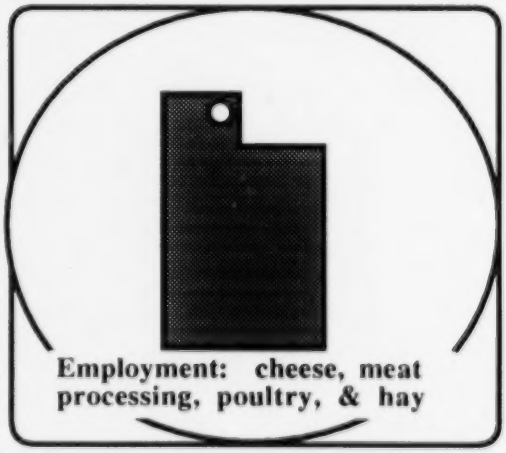
CACHE SCHOOL DISTRICT - 1994

The migrant staff has made great progress in obtaining educators and the use of building facilities from the regular school year principal and staff. Preschool children are divided into small groups where they are given individualized instruction in areas that foster small motor skills such as writing, recognizing letters and colors, cutting, and using building blocks.

Both the upper and lower elementary grades are using the computer program "Writing to Read" as a supplement to their regular reading program. The lower grade teachers are using phonics with the children in a cooperative group setting, allowing children to explore their intellectual capabilities without the fear of failing. The elementary students use the computers, worksheets, and math manipulatives to improve math skills.

Secondary students have the opportunity to work in the computer lab twice a week. There is an excellent Outreach Program implemented in the Cache program specifically designed to help the secondary students. Two outreach workers go into the homes and to the regular schools of migrant students once a week. They work together as liaisons between the parents, students, migrant school, and the regular school to best reach the individual needs of each student.

Migrant parents feel very comfortable with the migrant staff and do not hesitate to call the school or visit their child's classroom. To ensure that parents understand the letters that are sent home with their children, name tags were distributed and instructions were written for the parents to follow. Ninty-eight percent of the students came to school the next day with their name tags appropriately placed.



Employment: cheese, meat processing, poultry, & hay

The Cache Migrant Education Program provides a variety of health services to their migrant students including physical examinations; TB tests; and hearing, dental, and eye examinations. Dr. Hector Mendiola and his wife volunteer their time informing parents of GED requirements and secondary certification. Officer Matthew Bilodeau of the Cache County Police Department spends one day every week to teach the migrant kids about the dangers of drugs, cigarettes, alcohol, and abuse.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Early Education	106	92	87%
Secondary Ed.	15	10	67%
Involved Parents	40	40	100%
Reading Program	142	130	92%
Math Program	15	12	80%
Outreach Worker	67	67	100%
Coordination Plan	--	Long -range Goal	Anticipated at 100%

DAVIS

Desired Outcomes

- Each student will have a Student Education Plan.
- Sixty-five percent of participating students will strengthen their reading skills. Remedial reading services will be provided.
- Each child will be able to communicate in English.
- Sixty-five percent of participating students will strengthen their mathematical skills. Criterion-referenced tests will be given.
- Swimming instruction will be given at least once a week.
- Opportunities to receive graduation credit will be given. Skills for secondary students in math, reading, and speaking will improve.
- A developmentally appropriate program for preschool children will be offered. Cultural influences will be integrated into the program.
- A parent meeting will be held on the last week of the program. Eighty percent of the students will have at least one involved parent.

DAVIS SCHOOL DISTRICT - 1994

The State review team noted excellent support services provided by both Clinton Elementary School and the Davis County community. The Layton City Surf and Swim facility provides free access into the swimming pool for migrant students and their families once a week. Clinton Elementary is to be commended for opening their library media center to the teachers and children of the summer education program. Food services provides both breakfast and lunch to students and their families.

There is a very calm, positive, encouraging environment in the early education program. Developmentally appropriate activities include cutting and pasting, counting, tracing, color recognition, writing, coloring, and structured recess games. Literacy is encouraged through peer tutoring, and learning centers. Cultural influences are being integrated into all portions of the program. Preschool teachers instruct their students on how to handle social interactions through the techniques of modeling, redirection, reinforcement, and discussion.

Migrant students participate in one-on-one interactions, small groups, and whole group academic and social activities. Students learn how to cooperate with other children, express their emotions with teachers and peers, and use good manners such as saying "please" and "thank you." Migrant students are also learning to respect adults. Teachers are focusing their instruction on good health habits, using the "Responsible Healthy Lifestyles" manual as a guideline.

Employment: onions, meat processing, cherries.

Elementary students are involved in a variety of activities which have been individualized to meet the needs of each student. The migrant children are receiving a literature-based reading program. The students receive computer-assisted instruction. Each child keeps a daily journal.

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The Davis Migrant Education Program is trying to involve and educate their secondary students. Because of the wide range of knowledge and skills, instruction to students is individualized. Math instruction is geared toward real-life experiences, giving the students a better understanding of mathematical concepts. At the beginning of the year, a representative group of 15 parents were invited to give their input on what they would like to see happen in the migrant program this year. Their comments were extremely valuable and taken into consideration.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Student Ed. Plan	52	27	53%
Reading Skills	77	70	91%
English Commun.	94	74	78%
Math Skills	94	76	81%
Swim Instruction	55	35	63%
Secondary Ed.	4	4	100%
Early Childhood	17	11	65%
Involved Parents	94	80	85%

IRON

Desired Outcomes

- Thirty percent of the parents will attend at least one meeting.
- Secondary students will publish three migrant newsletters.
- Students will complete three major art and/or craft projects.
- Students will participate in the SRA reading program.
- Eighty percent of participating students will receive six hours of swimming instruction in a program approved by Red Cross.
- Students will complete at least ten levels of the computerized NumberMaze math program with at least 80 percent accuracy.
- Students will participate in an organized social skills program.
- All preschool migrant students will participate in activities designed to develop their psychomotor, cognitive, and affective skills through a wide range of educational and developmental activities.

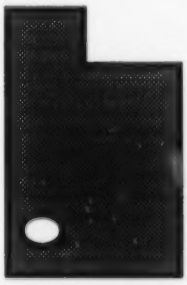
IRON SCHOOL DISTRICT - 1994

The migrant school staff uses a variety of teaching styles that fit the needs of all students and specifically the needs of the Native American children present at Escalante Valley Elementary School. The staff has made a list of names of migrant parents and have put the list on a poster on a wall in the main hallway. This list not only makes the parents feel more welcome when they enter the school, but also helps their children recognize that their parents are also involved in the migrant program.

Both the school and the community are providing a variety of health services to the students at the migrant school. All students have access to the bookmobile. The school also provides an enjoyable physical education program. Students are learning organized games such as softball, kickball, and baseball. In addition, the educators focus on good sportsmanship.

Parents participate in the migrant program by attending two parent meetings during the summer. They chaperon weekly swimming activities, and spend valuable time with their children, helping them with their homework and signing off their children's reading assignments. Families of migrant students receive three newsletters throughtout the summer program. The newsletter is called "Home Visits" and is created by migrant secondary students.

At least one book and five to eight short stories are read by secondary students during the summer migrant program. Students stay on task in part because of a daily schedule that reflects activities in ten minute intervals. Teachers use calculators and computers to provide students with alternative methods to learn mathematics in addition to using worksheets. Students work on several cultural art projects that are proudly displayed.



Employment: hay, pumpkins, and potatoes.

The Iron Migrant Education Program utilizes an organized social skills program called BEST (Building Esteem in Students Today). It is a series of units/curricula that provides experiences and activities to help students acquire appropriate social skills development. Preschool students work on physical, social, and academic skills by cutting, coloring, writing, jumping, dancing, and singing on a daily basis. Children are tested on numbers, names, and the alphabet. Educators read to their preschool children daily and give them appropriate exposure to written print.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Involved Parents	39	32	82%
Secondary Ed.	1	1	100%
Art Projects	6	1	16%
Reading Program	5	5	100%
Swim Instruction	49	49	100%
Computer Math	49	49	100%
Early Childhood	49	49	100%

JORDAN

Desired Outcomes

- Students will maintain their reading and math skills.
- Tutors will be assigned to help secondary students.
- A database containing student information will be utilized.
- Students will participate in cultural activities.
- Preschool migrant children will be provided with appropriate tutoring support. Tutors will keep weekly reports on children.
- Parents will be kept informed about their children's education.
- Students will broaden their knowledge, build self-confidence, and continue their academic efforts through various summer field trips.

JORDAN SCHOOL DISTRICT - 1994

Every teacher at the Jordan Migrant School is bilingual, allowing Hispanic students and their families to feel comfortable and accepted. Correspondence between the schools and the parents is done in English and Spanish. Parents do not hesitate in making comments and recommendations to the local migrant program staff. Comments from parents are always given consideration and problems are resolved quickly and efficiently. Some parents teach their children songs and dances which are presented at the parent meeting at the end of the two-month program.

Preschool children are being served in three ways. First, there are two classes at Midvale Elementary School for those who are within walking distance. Next, there are tutoring services being provided at the homes of children who cannot attend classes at the school, either because they live too far from the school or because of other demands on their time. Third, the local Head Start Program provides services to the majority of migrant children during the regular school year.

The teachers of elementary students follow state core curriculum standards. Students are taught music, art, and fair play to improve their cognitive growth. The children are learning language recognition, and letter formation (handwriting and penmanship). Middle school students are reading literature which is integrated into thematic units.

Employment: pinto beans, strawberries, and tomatoes

The teacher of high school students provides a strong expectation of class discipline and uses a great deal of positive reinforcement, creating an exceptional academic opportunity for every student. The school district is achieving a zero-level dropout rate with high school migrants. Their success can be attributed to a concerned staff who constantly monitor migrant student progress.

The Jordan Migrant Education Program serves breakfasts, lunches, and mid-morning snacks to migrant students every weekday during the summer program. As a result of the hard working recruiter, many organizations in the community are voluntarily involved in the migrant program. Migrant students and their families have access to health examinations including eye care and dental services.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Reading and Math	141	141	100%
Secondary Ed.	38	28	74%
Computer Program	--	ongoing process	modified continuously
Cultural Activities	141	141	100%
Preschool Tutors	13	12	92%
Informed Parents	83	83	100%
Academic Trips	141	135	96%

MILLARD

Desired Outcomes

- Students will achieve 80 percent mastery of selected math exercises.
- Students will learn five songs, two dances, and do five art projects.
- Students will receive physical education instruction and health and dental examinations. Activities on nutrition will be available.
- Students will study science, English, and health.
- Students will read for a minimum of 20 minutes daily.
- Preschool children will improve in their emotional, physical, verbal, and cognitive skills. Words will be taught bilingually.
- One hundred percent of the parents will visit the migrant school during the summer session. Parents will be requested to participate in classroom activities such as storytelling, cultural presentations, and field trips. The recruiter will keep a log of parent involvement.

MILLARD COUNTY SCHOOL DISTRICT - 1994

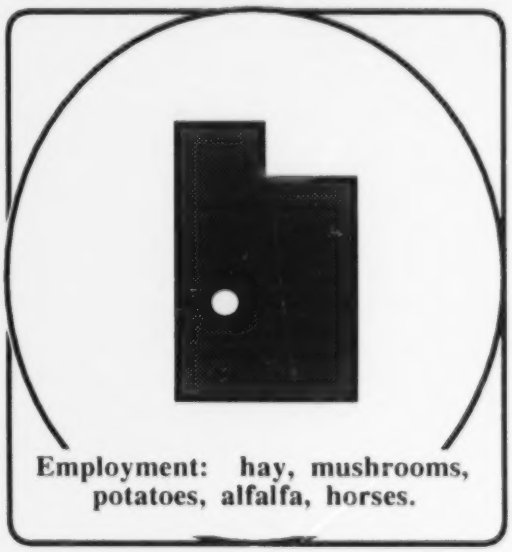
The migrant program in Millard County consists of two migrant schools. Fillmore Elementary and Delta South Elementary both house local migrant programs that are considered an asset to Utah's Migrant Education Program.

DELTA

Preschool students are tested on colors, shapes, and manual dexterity at the beginning of the summer program. Work is displayed and recognition is given for various achievements. There are many show-and-tell activities. Students learn the alphabet and have the opportunity to listen to and recite poetry. They are taught courtesy and basic social principles.

Elementary students are receiving an individual education through the use of tutors in their math and reading classes. The presence of a teacher aide and a student teacher along with the regular classroom teacher provides an increased opportunity for one-on-one contact that is essential in order to increase migrant students' self-esteem and academic capabilities.

There is a counselor available to ensure that secondary students receive the encouragement and support they need to help them graduate from high school. Students are excited about learning the arts, physical education, crafts, math, timed reading, spelling, history, science, and health. Personal contacts and telephone calls are made to the parents from the recruiter. There are eight migrant parents who chaperon on the bus. A "Health Week" and two parent meetings are held. Two mothers help as aides in classes.



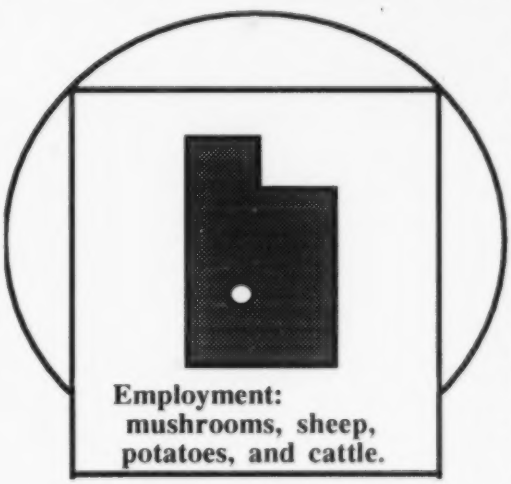
Employment: hay, mushrooms, potatoes, alfalfa, horses.

The Delta Migrant Education Program staff works with a local dentist and the Chamber of Commerce to get dental work at a reduced cost for migrant students. The bookmobile visits the school every two weeks. Under supervision, children are allowed to select their own books to read. Students also have the opportunity to swim three times during the summer program. Swimming instruction is given to improve their skills and provide employment opportunities to students as lifeguards or instructors.

FILLMORE

Many activities are in place to help preschool students feel good about their native culture and language. The teacher is very enthusiastic and captures and maintains the attention of her students. Two teacher aides are invaluable in seeing that the 32 children stay on task, and that every student receives individual attention.

Programs such as the "Imagine Me" contest (visual art and English language composition) as well as the use of thinking strategies (posted in the classroom), provide both structure and opportunity for elementary students to identify and utilize their higher-order cognitive skills. The worksheets used for the summer migrant students have been carefully prepared to explain math processes and to provide ample examples. The practice page has few story problems, allowing students' level of language proficiency to not interfere with practicing a particular math skill.



The secondary students have been great role models for the younger children during singing and dancing preparation for the final parent meeting/banquet. Bookmobile books are available once a month and are grade/age appropriate. The two swimming outings allow students to practice their swimming and social skills. Fillmore holds "Nutrition Lesson" days where students learn how to clean their teeth and about the kinds of foods they should eat.

The Fillmore Migrant Education Program has a recruiter who visits the home of every migrant family before the summer program begins. Parents show their support for the program by attending parent meetings, health fairs, and volunteering whenever possible.

DELTA-FILLMORE COMBINED RESULTS

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Math Mastery	116	98	84%
Art and Music	165	156	95%
P.E. Instruction	165	154	94%
Science & English	16	12	64%
Reading Exercises	116	92	91.5%
Preschool Skills	65	61	93.5%
Involved Parents	154	119	77%

NEBO

Desired Outcomes

- Preschool children will improve in all academic areas.
- Kindergarten students will improve their reading skills.
- First grade students will improve their reading and math skills.
- Third and fourth grade students will improve academic skills.
- Fifth grade students will study State Core Curriculum.
- Students will learn to use the computer keyboard.
- Secondary students will improve their math skills.
- Secondary students will be able to identify rocks and minerals.
- English and ESL secondary students will create a photojournal and will have access to and assistance in the PASS program.
- Students will learn geography and improve their study skills.
- Students will gain skills and confidence in Industrial Arts.
- Students will learn lessons in meal planning and nutrition.

NEBO SCHOOL DISTRICT - 1994

Migrant students have the opportunity to participate in a variety of field trips. They visit companies that have Hispanic employees or owners who have earned good jobs through their educational efforts and who are good examples to migrant students. The migrant school and the community provide additional services such as First Aid and CPR training for the parents given by the Red Cross; food, clothing, and utensils, provided by local community churches; a variety of health services; and "Grandma Volunteers" who are present in every classroom every day.

All teachers in the Nebo migrant program either speak Spanish or are currently making attempts to learn the language. The staff has also provided library books in Spanish. As a result of creating a bilingual environment, migrant parents have been more inclined to meet with the staff and spend more time at the school. Parents spend time to comfort and to be with their children throughout the preliminary health screenings and physicals.

The review team noted that the preschool area is set up and organized so as to enable migrant children to work slightly separated from each other. All of the children stay on task and enjoy school. The low student/teacher ratio has provided an environment in which students can receive an individualized education to best meet their needs. Students learn colors, numbers, and letters through the memorization of songs. Early education students are also read to several times a day.

Elementary students are involved in activities which cover the subjects of art, reading, science, physical education, computers, and mathematics. Everyone has the opportunity to check out books from the library.

Employment: apples, peaches, cherries, dairy products, wheat.

The Nebo Migrant Education Program has increased its attendance and participation from last year. The migrant students are well behaved and eager to learn. Secondary students are given the opportunity to earn .25 credits in science, math, physical education, English, woods or metals shop, home economics, and drivers education. They have the chance to meet with a counselor and discuss graduation credits and career goals.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Preschool	28	17	77%
Kindergarten	19	19	100%
First Grade	27	20	75%
3rd, 4th Grade	20	20	100%
Fifth Grade	16	12	88%
Computers	30	25	83%
Math Skills	46	31	67%
Science	25	13	52%
English, E.S.L.	30	30	100%
Geography	30	25	83%
Industrial Arts	42	25	60%
Nutrition Plan	30	19	63%

NORTH SANPETE

Desired Outcomes

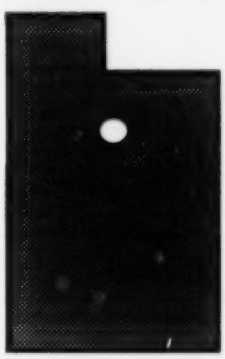
- Migrant students will demonstrate improved academic and social skills. Ninety percent of the students will demonstrate mastery in at least three new skills during the summer program.
- A parent input survey will be given to migrant parents regarding program implementation and evaluation.
- Secondary students will be motivated toward the vision of earning units of credit and completing high school.
- Students will have a health clinic/exam and four field trips.
- The staff will build student self-esteem by making school fun.
- Summer migrant students in grades one through 12 will demonstrate progress in math skills.
- Ninety percent of the students will demonstrate growth in at least two reading skills during the summer program.

NORTH SANPETE SCHOOL DISTRICT - 1994

Interns from the Social Services and the American Red Cross are teaching good health, safety, and hygiene habits which will hopefully help migrant students to establish healthy, lifelong practices. The migrant staff plans a variety of field trips throughout the summer program for students with at least 70 percent daily attendance. The students go swimming almost every day after school to improve social skills and to relax.

Preschool students are involved in high interest/hands-on activities that foster both small and large motor skills such as dancing, singing, jumping, clapping, walking, coloring, cutting, and gluing. Emotional and instructional support is provided in Spanish for students who have limited English language proficiency.

The North Sanpete migrant teachers and administration recognize that student success in academics is highly affected by positive parental support in the students' homes. Consequently, there are good feelings between the staff and the families of migrant students. Migrant parents attend meetings and help on field trips. One migrant family invited staff members to dinner in their home to show their appreciation.



Employment: cherries, apples, turkeys, and cows.

The elementary school students are involved in group reading activities with writing exercises and problem-solving strategies. After reading in groups of two, students are asked to write, not answer, questions about what they read. One teacher utilizes her art experience to make large construction-paper ships to help her students focus on citizenship, sportsmanship, friendship, and scholarship. Games of Bingo teach listening comprehension.

The North Sanpete Migrant Education Program gives secondary students access to a SEP (Student Education Plan) which outlines the goals for each student during the regular school year. This allows students to receive an individualized and worthwhile education. Secondary students have access to the WICAT and another computer lab where they work on writing and math skills twice a week.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Skill Mastery	42	34	81%
Parent Evaluations	189	121	64%
Units of Credit	74	49	66%
Health Exam/Trips	52	48	92%
Self-esteem	189	181	96%
Math Skills	189	158	84%
Reading Skills	189	158	84%

OGDEN

Desired Outcomes

- Migrant parents will be given basic program information.
- With the help of WSU, preschool students will be educated.
- Secondary students will have an Individual Education Plan.
- Students will read between three and eight books.
- Secondary students will receive mathematics instruction.
- All students will be afforded the opportunity for transportation to and from the migrant program site.
- Breakfast, lunch, and a snack will be provided each school day.
- Eighty percent of the migrant students will receive instruction in science, social studies, art, and music.
- All students will have the opportunity for State contracted medical and dental health services.
- Female students will be involved in the Girl Scout Program.

OGDEN SCHOOL DISTRICT - 1994

Ogden is the largest migrant program in Utah. Migrant students and their families feel a high level of comfort and trust with the entire migrant school staff. Each group of students has at least one educator who speaks Spanish. Most poetry and literature that is taught to the migrant students is done in Spanish.

The preschool children are enjoying a variety of physical education activities including dancing. Migrant children are read to several times a day. They are taught responsibility and are learning appropriate social and behavioral skills. Instructors have been trained in the philosophy of the Early Childhood Education department at Weber State University. Lesson planning is based on the individual needs of the children.

The state review team was pleased to find a variety of educational and support services implemented to benefit secondary students. High school students can earn graduation credits in English, American History, World Civilization, Algebra, Geometry, and Biology. In addition, students have been given the opportunity to meet with a counselor on an individual basis to discuss further educational plans and possible career goals. Both vocational training and college education have been discussed with migrant secondary students.

Several parents attend the two parent meetings that are held during the summer migrant program. Migrant staff records observations of parent/child interactions. Parents are active as classroom volunteers where their native language (Spanish) is frequently put to instructional use in meetings, during lunches, and on field trips. Parents are made to feel welcome whenever and to whatever extent they choose to participate.

Employment: onions, peaches, & cherries.

The Ogden Migrant Education Program is to be commended on the superb collaboration with the Early Childhood School, and the Arts Department at Weber State University. The migrant school has succeeded in implementing a JTPA (Job Training Partnership Act) program which allows students to earn money and to obtain training for future job opportunities.

DESIRED OUTCOMES	STUDENTS INVOLVED	STUDENTS WHO BENEFITTED	PERCENT OF THOSE WHO BENEFITTED
Involved Parents	176	167	95%
Preschool Ed.	173	87	50%
Secondary Ed.	30	27	90%
Reading Program	270	240	80%
Math Instruction	232	168	72%
Transportation	586	586	100%
Food Services	586	586	100%
Science and Art	586	457	78%
Health Services	486	266	55%
Girl Scout Program	186	186	100%

STATE MIGRANT EDUCATION PROGRAM SUPPORT TO DISTRICT MIGRANT PROGRAMS

The State Education Agency (SEA) provides ongoing training, inservice, technical assistance, and other support services to each district migrant program on-site upon the site director's request or when the SEA deems it necessary. Assistance is readily available for questions on eligibility, filling out forms correctly, or helping with individual problems. Specialists from the USOE are available and used in many subject areas at local sites.

Informal telephone calls are made between the SEA and each district throughout the summer migrant program to give direction and answer questions. The following diagram is a list of some of the other activities that were sponsored, facilitated, or attended by the SEA during the 1994 Utah Migrant Education Program.

DATE	LOCATION	PARTICIPANTS	OBJECTIVE
May 4	Olympus Hotel S.L.C., Utah	District directors, recruiters, State Migrant staff	Inservice Meeting
June 9	Midvale Elem. Midvale, Utah	Local and State Migrant staff, parents, and students	Parent Meeting
June 15	Mt. Pleasant Elem. Mt. Pleasant, Utah	Local and State Migrant staff, parents, and students	Parent Meeting
June 15	Midvale Elem. Midvale, Utah	Local and State Office of Education staff	On-site Review Visit
June 22	Parkview Elem. Payson, Utah	Local and State Office of Education staff	On-site Review Visit
June 23	Mt. Pleasant Elem. Mt. Pleasant, Utah	Local and State Office of Education staff	On-site Review Visit
June 27	Corinne Elem. Corinne, Utah	Local and State Migrant staff, parents, and students	Parent Meeting
June 28	Corinne, Elem. Corinne, Utah	Local and State Office of Education staff	On-site Review Visit
June 29	Sunrise, Elem. Smithfield, Utah	Local and State Office of Education staff	On-site Review Visit
July 6	Sunrise, Elem. Smithfield, Utah	Local and State Migrant staff, parents, and students	Parent Meeting
July 7	Cherry Hill Elem. Orem, Utah	Local and State Office of Education staff	On-site Review Visit
July 12	Delta South Elem. Delta, Utah	Local and State Office of Education staff	On-site Review Visit
July 12	Fillmore Elem. Fillmore, Utah	Local and State Office of Education staff	On-site Review Visit
July 13	Escalante Elem. Beryl, Utah	Local and State Office of Education staff	On-site Review Visit

DATE	LOCATION	PARTICIPATION	OBJECTIVE
July 20	Midvale Elem. Midvale, Utah	Local and State Migrant staff, parents, and students	Parent Meeting
July 20	Clinton Elem. Clinton, Utah	Local and State Office of Education staff	On-site Review Visit
July 27	Mt. Pleasant Elem. Mt. Pleasant, Utah	Local and State Migrant staff, parents, and students	Parent Meeting
July 28	Dee Elem. Ogden, Utah	Local and State Office of Education staff	On-site Review Visit
August 3	Dee Elem. Ogden, Utah	Local and State Migrant staff, parents, and students	Parent Meeting
August 3	Clinton Elem. Clinton, Utah	Local and State Migrant staff, parents, and students	Parent Meeting

ADDITIONAL INFORMATION

The Utah Migrant Education Program is coordinated and directed from the Utah State Office of Education. If you have any questions or would like more information, please contact:

Utah State Office of Education
Utah State Migrant Education Program
250 East 500 South
Salt Lake City, Utah 84111

(801) 538-7720

APPENDICES

UTAH MIGRANT EDUCATION PROGRAM

APPENDIX I

PARENT INVOLVEMENT

Volunteerism

Parents in Schools	75
Parents on Field Trips	81
Parents Helping Recruit	36
Other Volunteers	41
Volunteer Hours	2,021
Parent Workshops	2

Parent Meetings Held

Back-to-School Night	8
Open House	8
Student Programs	8
Parent/Teacher Conferences	4
Luncheons	11
Parent Workshops	2

Parents Participating in Input Process

Decision Making	458
Problem Solving	467
Program Planning	457

Parents Attending Meetings

Back-to-School Night	332
Open House	96
Student Programs	197
Parent/Teacher Conferences	33

Other Parent Activities

Parents Involved at Home	153
Parent Responses to School	248
Parents Employed by LEAs	1
Luncheons	3
Parent Workshops	40
State PAC Meetings	9

HOME CONTACTS BY TEACHERS

General Contacts

Flyers	187
Newsletters	9
Calendars	111
Class/School Policies	19
Meeting Notices	20
Handbooks	182

Personalized Contacts

Phone Calls	169
Notes	144
Personal Visits	132
Student Progress Reports	364
Discipline	38
Health Regulations	43
Suggestions for Helping Children	115
Notice of Absences	53
Notice of Academic Difficulty	14

HOME CONTACTS BY RECRUITERS

General Contacts

Flyers	2,950
Newsletters	0
Calendars	1,560
Class/School Policies	100
Meeting Notices	1,920
Handbooks	165

Personalized Contacts

Phone Calls	278
Notes	59
Personal Visits	498
Student Progress Reports	51
Discipline	38
Health Regulations	113
Suggestions for Helping Children	15
Notice of Absences	36
Notice of Academic Difficulty	8

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UTAH MIGRANT EDUCATION PROGRAM

APPENDIX II

TOTAL STUDENTS

The Utah State Migrant Education Program enrolled 2,468 students during 1994.
The following demographic data reflects the composition of migrant students served in Utah.

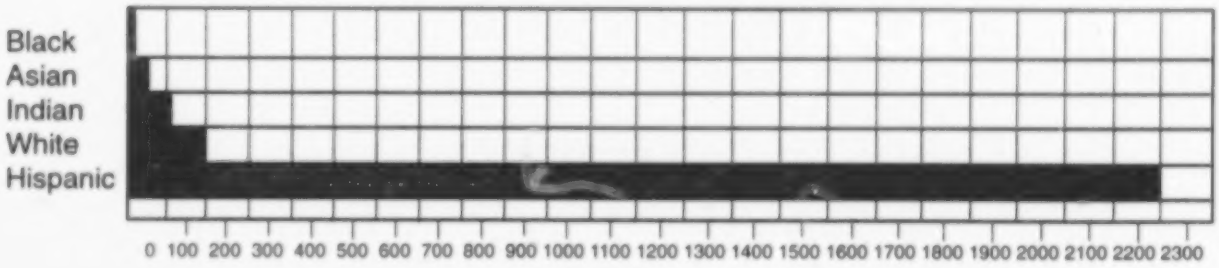
GENDER

	Number	Percent
Male	1,283	52%
Female	1,185	48%

RACE/ETHNIC ORIGIN

	Number	Percent
Hispanic	2,246	.91%
American Indian	62	.025%
Caucasian	117	.047%
Asian, Pacific Islander	39	.016%
Black	4	.002%

RACE/ETHNIC ORIGIN



APPENDIX III

OPENING AND CLOSING DATES OF LOCAL MIGRANT SCHOOLS

SUMMER 1994

Alpine	June 6 - July 29
Box Elder	June 13 - August 5
Cache	June 8 - July 29
Davis	June 14 - August 6
Iron	June 13 - July 29
Jordan	June 14 - July 21
Millard	June 6 - July 31
Nebo	June 8 - July 28
North Sanpete	June 9 - August 2
Ogden	June 14 - August 4

UTAH MIGRANT EDUCATION PROGRAM

APPENDIX IV

UTAH DEPARTMENT OF HEALTH DIVISION ON FAMILY HEALTH SERVICES

The following is a list of the dates, places, and numbers of migrant students who have been served through health clinics and/or examinations given by the Utah Department of Health in 1994.

OREM - JUNE 21, JULY 20

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	14/9	14/9	14/9
Dental	75/61	75/61	75/61
Hematocrit	63/64	63/64	63/64
Physicals	39	39	39

PAYSON - JUNE 29

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	6	6	6
Dental	56	56	56
Hematocrit	53	53	53
Physicals	30	30	30

CLINTON - JUNE 28

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	10	10	10
Dental	65	65	65
Hematocrit	65	65	65
Physicals	30	30	30

MT. PLEASANT - JUNE 30, JULY 14

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	8/15	8/15	8/15
Dental	81/78	81/78	81/78
Hematocrit	75/75	75/75	75/75
Physicals	52/34	52/34	52/34

OGDEN - JULY 13, JULY 26

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	12/14	12/14	12/14
Dental	97/62	97/62	97/62
Hematocrit	84/62	84/62	84/62
Physicals	31/27	31/27	31/27

SMITHFIELD - JULY 21

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	19	19	19
Dental	62	62	62
Hematocrit	61	61	61
Physicals	23	23	23

CORINNE - JULY 28

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	13	13	13
Dental	80	80	80
Hematocrit	77	77	77
Physicals	36	36	36

TOTALS

Type of Problem	Number of Problems	Treatment	Follow-up
Audiology	120	120	120
Dental	717	717	717
Hematocrit	679	679	679
Physicals	302	302	302

Note: This information was received from the Summer School Migrant Clinic Program 1994 Report, published by the Utah Dept. of Health, Division of Family Services

UTAH MIGRANT EDUCATION PROGRAM

APPENDIX V

SALT LAKE COMMUNITY HEALTH CENTERS, INC.

The following data reflects the number of migrant students served this year by the Salt Lake Community Health Centers, Inc. during the 1994 Utah Migrant Education Program.

MIGRANT SCHOOL	STUDENTS
Corinne Elementary	100
Cherry Hill Elementary	175
Clinton Elementary	50
Dee Elementary	140
Mt. Pleasant Elementary	130
Parkview Elementary	60
Sunrise Elementary	50
Total Migrant Students Served	**705**

It is estimated that the extent of the medical professional services provided to the migrant student population ranges between $25,000 and $27,000. These expenses are incurred during the provision of the physical exams, as well as providing follow-up services (i.e., dental fillings, eye glasses, specialist referrals, etc).

UTAH MIGRANT EDUCATION PROGRAM

APPENDIX VI

AGE OF MIGRANT STUDENTS

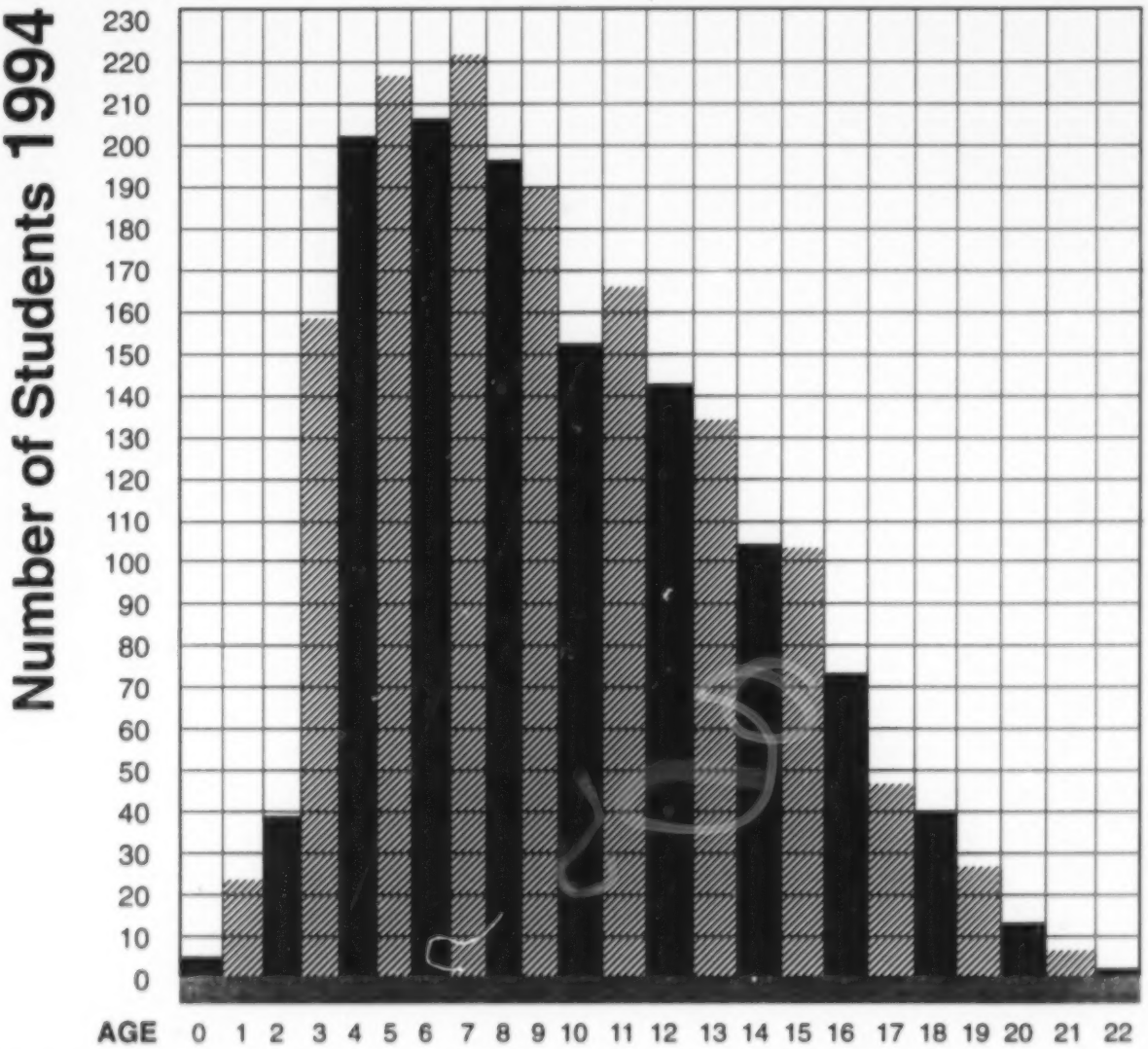
AGE	NUMBER	AGE	NUMBER
0	5	12	142
1	27	13	133
2	39	14	104
3	159	15	103
4	202	16	73
5	216	17	47
6	207	18	40
7	221	19	27
8	196	20	12
9	190	21	6
10	152	22	1
11	166		
		TOTAL	2,468

GRADE OF MIGRANT STUDENTS

PRESCHOOL (age 0).....5
PRESCHOOL (age 1).....25
PRESCHOOL (age 2).....41
PRESCHOOL (age 3).....159
PRESCHOOL (age 4).....200
PRESCHOOL (age 5).....108
KINDERGARTEN.....249
FIRST.....242
SECOND.....205
THIRD.....204
FOURTH.....153
FIFTH.....177
SIXTH.....169
GRADUATED.....1
SEVENTH.....116
EIGHTH.....107
NINTH.....91
TENTH.....79
ELEVENTH.....56
TWELFTH.....56
UNGRADED.....25

UTAH MIGRANT EDUCATION PROGRAM

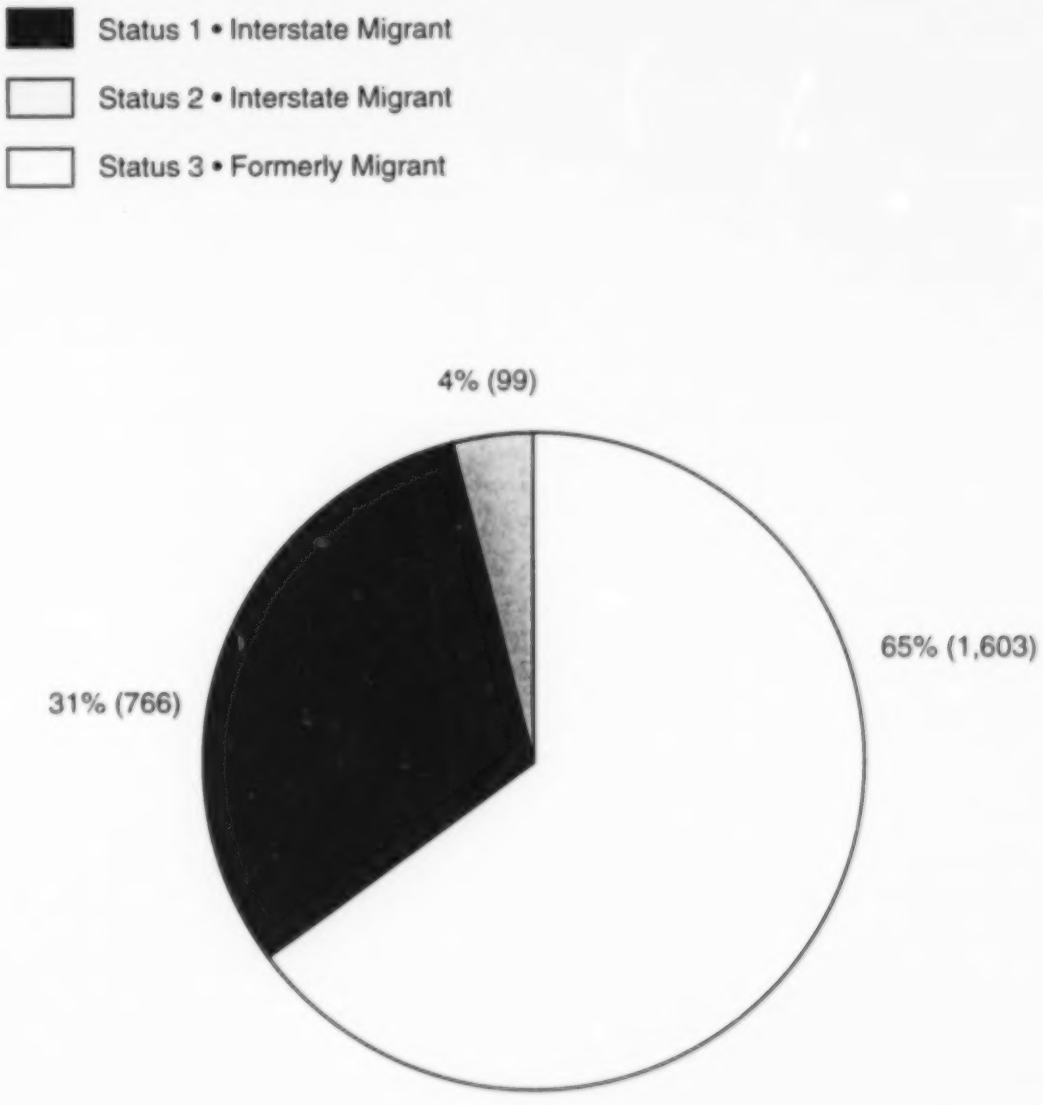
APPENDIX VI



UTAH MIGRANT EDUCATION PROGRAM

APPENDIX VII

STATUS OF MIGRANT STUDENTS



UTAH MIGRANT EDUCATION PROGRAM

APPENDIX VIII

INSTRUCTIONAL SERVICES

SUBJECT	GRADE GROUPING	MIGRANT STATUS CURRENTLY	MIGRANT STATUS FORMERLY
English for LEP Children (ESL)	Pre-K - K	214	212
	Grades 1 - 6	256	361
	Grades 7 - 12	214	114
Reading	Pre-K - K	340	308
	Grades 1 - 6	435	759
	Grades 7 -12	174	317
Language Arts (Not Above)	Pre-K - K	262	249
	Grades 1 - 6	424	741
	Grades 7 - 12	168	309
Mathematics	Pre-K - K	300	264
	Grades 1 - 6	435	684
	Grades 7 - 12	174	270
Vocational Career	Pre-K - K	41	70
	Grades 1 - 6	103	131
	Grades 7 - 12	112	173
Field Trips, Science, Swimming, Arts, Music, & P. E.	Pre-K - K	376	353
	Grades 1 - 6	479	404
	Grades 7 - 12	202	212

Note: Three out-of-school formerly migrant students were provided instructional services in the areas of Language Arts and Reading.

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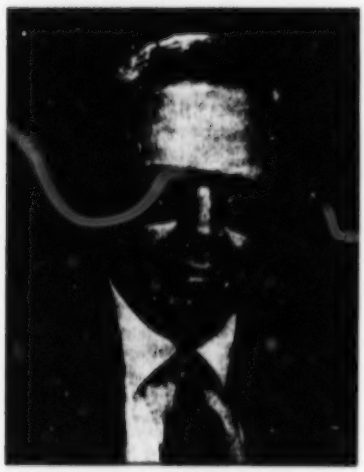

Scott W. Bean
State Superintendent of Public Instruction

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